

## IMPROVING STUDENTS' WRITING SKILL BY USING THINK-PAIR-THINK-SHARE

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**Abstract:** This paper is written by the writer because since her teaching activities at Slamet Riyadi University, she found that there was difficulties face by the students in writing subject. These difficulties are about the lack on their ideas on writing and how to construct a good writing. The basic problem on this paper is about how the using of Think-Pair-Think-Share can improve the students' writing skill. Think-Pair-Think-Share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. This learning strategy promotes classroom participation by encouraging a high degree of students' response. This research is conducted by the writer on September 2013. The method used is mixing method (qualitative-quantitative method). The aims of this research are (1) to find out whether Think-Pair-Think-Share can improve the students writing skill in the third semester at Slamet Riyadi University (2) to describe how Think-Pair-Think-Share can be implemented to the third semester students at Slamet Riyadi University. The data were collected from interviews with students, informal classroom observations, and collection of teacher and student work. The findings of this research are (1) the Think Pair Think Share can improve the students writing skill at third semester in Slamet Riyadi University (2) to describe the implementation of Think-Pair-Think-Share to the third semester students at Slamet Riyadi University. The result of this research can be shown that the students who ever get difficulties in raising their ideas on writing activities after having the treatment by using Think-Pair-Think-Share can decrease and their writing are straight increase.

**Keyword:** *writing skill, Think Pair Think Share*

### Introduction

In the urban area, people have to know on how they can make good communication with another people in another country so that they called as a part of the global society. Language which has definition as a tool of communication plays much role in it. Furthermore, the focus thing we have to do is on how to study a language which is used to make communication with people all over the world.

English is used by people all the world as an international language. Because English has became more and more important from time to time, as a practitioner who gives attention on the development of English especially in its relation with education.

English departement students have to master on writing, speaking, listening and reading. Especially, in writing subject, they have to give much more attention and practice so that their writing will be good and it can be read by others.

According to Brookes, Arthur & Grundy (1991) the purposes of writing for each person are different. So that many things have to prepare while writing process.

Furthermore, Bell and Bunaby in Nunan (1998) state that:

Writing is a complex cognitive activity in which the writer is demanded to demonstrate control of variables simultaneously at the sentence level – include control of content, spelling, and letter formation and the beyond of the sentence- Structure and integrated information into cohesive and coherent paragraph and text

Moreover according to Halliday in Nunan (1991) that writing has envolved in societies as a result of cultural changes creating communicative needs which cannot be readily met by the spoken language.

It is clear that writing is a skill which still needs process and it must have control in content, spelling and letter formation. It is also, an important things as a change of unspoken word by writer.

On the other hand based to the fact, during the writer' experience in teaching learning process with the students in the third semester at Slamet Riyadi University, the writer found that many students faced some difficulties when they learnt English, especially in the first stage of writing process, that is pre writing activity. How they start to write a sentence, what sentence should be written in the first sentences, and those questions are life in students' brain.

Beside, they even could not mold their ideas in writing correctly or in another word it is called lack on ideas, most of students are still use Indonesian grammatical pattern.

The problems above appear because the students rarely practice their English writing skill, they are poor on reading literary books and newspapers or magazines which the content are English. And the problems above has become one of the reasons why the writer wants to help them so that their English writing ability will increase.

Moreover, there are many approaches may be used to cover those problems. Based on the writer observation in direct way, there are many advantages.

Furthermore, Tomal (2003) states that:

One of the advantages to using direct observation is the researcher's ability to obtain actual firsthand information regarding subjects. Direct observation can give the researcher the opportunity to collect data in a real-life situation that cannot be obtained through secondary information, such as self reports and assessments

In this research, the writer is also as researcher. So that it can help the writer obviously understand on how she must use and choose the appropriate technique to students.

Furthermore, the writer takes Think-Pair-Think-Share as the appropriate technique based on the writer's direct observaton to the students in the third semester at Slamet Riyadi University. The reason why the writer choose Think-Pair-Think-Share, is first, cooperative learning, which the students in advance level must do is team work because they will faces many things during their learning process.

Furthermore, according to Mandal (2009), there are many kinds of Cooperative Learning, they are, Jigsaw, Numbered Heads, Three-Step Interview and the last is Think-Pair-Share. The definition of Think-Pair-Think-Share is a simple and quick technique; the instructor develops and poses questions, gives the students a few minutes to think about a response, and then asks students to share their ideas with a partner. This task gives them opportunity to collect and organize their thoughts. "Pair" and "share" components encourage learners to compare and contrast their understanding with those of another and to rehearse their response first in a low-risk situation before going public with the whole class. Kagan (1992) in Mandal.

In short words, this technique is trying to improve the students English writing skill so that they can easily understand how to write with good composition and it is appropriate to grammatical form.

In line with background of the research , the aims of this research are (1) to find out whether Think-Pair-Think-Share can improve the students writing skill in the third semester at Slamet Riyadi University (2) to describe how Think-Pair-Think-Share can be implemented to the third semester students at Slamet Riyadi University.

## **Research Method**

This research is using classroom action research. Tomal (2003) stated that action research is a systematic process of solving educational problems and making improvements. Furthermore, Valsa (2005) doing action research facilitates evaluation and reflection in order to implement necessary changes in practice – both for an individual and within an institution – with increased understanding and confidence.

Moreover, according to Susan e.noffke in Sandra Hollingsworth (1997) the term in its broadest sense refers to research conducted in a field setting with those actually involved in that field, often alongside an 'outsider', into the study of questions influenced by practitioners rather than solely by 'experts'.

It can conclude that action research is a structured process in learning activity and can increse the students understanding on the materials which are given by the teacher and can be conducted especially by teacher in the classroom.

The subject of this study was the third semester students at Slamet Riyadi University. They were two classes of third semester students at Slamet Riyadi University, there are class 01 and class 02. The writer chooses class 02 as the subject of this research.

According to the direct observation by the writer, the reason why class 02 is then choose because it was found that there are some problems in students' writing skill.

The objective of this study is to find out if there is an improvement on the students English writing by using Think-Pair- Think-Share technique.

Moreover, Christopher (1998) has developed steps in action research, they are select a focus, collect data, analyze and interpret data and the last is take action.

The instruments used in collecting the data in this research were quantitative and qualitative data. They are, collected from interviews with students, informal classroom observations, and collection of teacher and student work.

Quantitative was used to described what the writer can be measured in objective form. The quantitative data were achieved from the students score from test I to test III to asses the score in writing. The qualitative data was used to describe the data that are not receivable to be counted or measured in an objective form. In this

research the qualitative data were achieved from informal observations, collection of the writer's, and interview sheet and the last is students work.

Informal observation will be doing by the researcher because he wants to make direct observation in good way or form. During the informal observation, the writer made a foot note so that it can be used as a proof while the writer wants to take another actions.

Interview sheet, is a good instrument, because the students can objectively write what their mind want to say and make the input sources to the researcher. The last is students work, it is used to make the process of analyzing become easily.

### **Research Findings**

The procedures used of the Classroom Action Research here are: preliminary reflection, fact finding, problem statement, general planing, action 1, observation 1, reflection, revised plan, A2, O2, P2.

#### ***Pre-Liminary Reflection***

The preliminary research used in this research because the researcher wants to find the difficulties faces by the students. And the result is especially in the first stage of writing process, that is pre writing activity. What sentence should be written in the first sentences they still confused. Beside, they even could not mold their ideas in writing correctly. Most of students are still use Indonesian grammatical pattern.

#### ***Fact Finding***

Based on the preliminary research, the researcher found that the students' english writing ability is still poor. Furthermore, from the result of students' writing, the average score was 55,50. There were only 3 % or 6 students who got scores more than 65 and 70% scores or 14 students.

#### ***General Planing***

After the writer get some data based on fact finding so that it can be arranged general planing for next step.

#### ***Action 1***

In cycle 1, the writer taught that writing have to be did in three meetings. At the first meeting, the lecturer, prepare lesson plan. Then, media and things that are needed during teaching and learning process.

Preparing instrument, and the last preparing the test for evaluation.

The students have to know about think pair think share first. With the explanation from the lecturer, the students understand and know what to do in the next phase.

The lecturer then gives the students material for discussion, then they have to make a group which a group consist of 4 people. After the students sit in their group, then, the lecturer giving them instruction to do. After that, the students make a note in their paper and they are given a time to lecturer around 15-20 minutes. After that, they share what they've got from their group to another group. 2 stay and 2 leave. The students who stay will make discussion with other group which come from another group.

This is happend around 20 – 40 minutes.

#### ***Observation 1***

During observation 1, the lecturer found that the students are ready to receive the materials prepared by her. Then those material is spread to the students, which is before, they are divided into 5 group. And some look active and they know how to share something to other.

#### ***Reflection***

In reflection phase, based on observation, the writer still found the students who just keep in silent and pasif.

#### ***Revised Plan***

Based on reflection during cycle 1, the writer make revised plan. Those plan will be conducted in cycle II.

#### ***Action II***

In action II the writer did the same preparation, which is contain lesson plan, media and instrument. In this section, according to think-pair-think share theory, the write said to the students to make a group again , consist of 4 people in a group. Then they have to learn about the material that the eriter gives. After a moment or it's around 15-20 minutes and they will making a note in their own paper. Then, they will disscuss with another group about the material, 2 stay and 2 leave to another group. And they will share what they've been got from their group to another. The disscussion happend in this phase is more interesting, because the students knew what they have to do and they look more prepare than the day before.

### **Observation**

Based on the observation, it's clear that the students look solid and confident to share their knowledge. The students look interesting and like to do more and more discussion. Because they have prepared all the things before. The students who in the first meeting just keep silent, in cycle 2, they look like to share what they got from their group discussion.

### **Reflection**

The students did all the things in think-pair-think-share phase. The teaching and learning process successfully done.

### **Discussion of Findings**

Based on research finding in cycle 1 and cycle II, there can be found that the implementaton Think-Pair-Think-Share can improve the students writing skill and and Think-Pair-Think-Share can be implemented to the third semester students at Slamet Riyadi University.

In observation, it is obviously show that the students look interest in cycle 2 because they prepared anything based on their experiences in cycle 1

### **Conclusion and Suggestion**

Based on the research by the researcher, there is obviously fact that Think-Pair-Think-Share can improve the students writing skill and they are more confident to write. What the students did with their pen and words, whatever the result, because writing is process oriented so it has to be appreciated by the lecturer.

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